

A COMPARATIVE STUDY OF THE PROFESSIONAL AND SOCIO-ECONOMIC  
STATUS OF NEGRO SECONDARY AND COLLEGE TEACHERS  
IN ATLANTA, GEORGIA

A THESIS  
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## CHAPTER I

### INTRODUCTION

The profession of teaching has been greatly affected by the changes that have come about in society and in education during the past forty years. It has been influenced by forces that have been at work within the teaching profession itself. Most of the changes in the profession are traceable to a combination of social change and professional effort. To illustrate, the physical mobility of our population necessitated by World War II, stimulated by shifts in the centers of our industrial production and facilitated by good highways and air transportation, resulted in increasing the mobility of teachers. Social change created teacher mobility, but the profession addressed itself to the problems which this mobility created for the profession. Salary schedules, retirement plans, and teacher educational requirements have been influenced by the increase in mobility of teachers. And so it is with major changes that have occurred in the teaching profession; as new social conditions have arisen, the profession has adapted itself to them.

It is appropriate at this point to describe a number of changes made by the teaching profession in response to social change.

In some respects, the source of teacher supply has changed greatly within the past fifty years while in other respects the change has been slight.

Since 1900, there has been no material change in the sex distribution of secondary and college school teachers.<sup>1</sup> The ratio of men to women in

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<sup>1</sup>Ray C. Maul, "The 1956 Teacher Supply and Demand Report," Journal of Teacher Education, VII (March, 1956), 52-53.

teaching was then and is now roughly one to three.<sup>1</sup> There were of course, some fluctuations during the two wars of the period, but the ratio soon readjusted itself.

Most changes in the socio-economic background of teachers during the past fifty-five years can be accounted for largely by changes in the structure of society. Fewer teachers are coming from rural areas than formerly, a trend which is an aspect of the more general trend toward urbanization.

The teaching profession has made great strides in the level of preparation of its members since 1930.<sup>2</sup> These advances are evidenced by the amount of preparation of the teachers now in service in comparison with those in service in 1930 and also by the standards which the various states require for certification and degrees.

More than half of the period since 1930 has been characterized by an unprecedented scarcity of teachers. Yet during that same period the level of preparation of teachers has risen faster than any other comparable period in American history.<sup>3</sup>

Another trend is worthy of note: There has been a marked change in the percentage of teachers prepared by the different types of colleges and universities. According to Maul<sup>4</sup> in 1955, the teachers colleges

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<sup>1</sup>Ibid., p. 56.

<sup>2</sup>Lindley J. Stiles, The Teacher's Role in American Society (New York: Harper and Brothers, 1957), p. 194.

<sup>3</sup>Maul, op. cit., p. 94.

<sup>4</sup>Maul, op. cit., p. 103.

prepared 23 per cent of secondary teachers and 81 per cent of college teachers. These data clearly reveal that teacher colleges are not preparing as large a percentage of teachers as they were a quarter of a century ago.

The greatest progress that has occurred in the teaching profession is the way change is brought about. Most of the change in the way of working has come since the end of World War II. In general terms it may be described as coordinate group action. Somewhat more specifically it represents a pooling of effort among groups with a legitimate stake in the improvement of the teaching profession.

The first step in the change was the development and strengthening of lay and professional organizations at the state and national level; the second step in the change to improve the teaching profession has been the coordination of efforts of these various organizations.

Today, the teacher is still underpaid, still somewhat timid, although some belong to unions, still bound to many antiquated and unworkable educational practices. The fact, however, that laws have been passed to limit political participation of teachers working in land grant colleges, that teachers' oaths and citizens' committees on schools are commonplace, is evidence that teachers have at times made themselves felt in political and community life.

Issues are more clear cut, conflicts are seen as having effect on the lives of all; teachers are beginning to assert themselves socially and professionally.

As the teacher's awareness and professional and social responsibilities have grown, the perplexities and burdens have increased by leaps and bounds.

Statement of Problem.-- The problem involved in this study was to

ascertain the professional and socio-economic status of the Negro secondary and college personnel of Atlanta, Georgia.

Limitations of the study.-- The major limitations of this study is that it dealt only with certain general areas of the teacher's status such as socio-economic rating, academic and professional training, and participation in community and civic affairs. Consideration of the effectiveness or ineffectiveness of particular behaviors of teachers was intentionally set aside. The relative absence of reliable research, especially on the college level, suggests a need for caution in generalizations for the entire teaching population as a whole.

Purpose of the study.-- The major purpose of this study was to get a comprehensive cross-section or picture of the selected factors of the educational personnel serving the Negro public schools and universities of Atlanta, Georgia for the school year 1963-64. More specifically, the purposes of this study were to formulate answers to the significant questions on teacher status indicated below:

1. What is the social origin of Negro secondary and college teachers of Atlanta, Georgia?
2. What is the extent of occupational mobility of Negro secondary and college teachers of Atlanta, Georgia, when compared with the status origins of the fathers?
3. What specific social activities and civic affairs are Negro secondary and college teachers of Atlanta, Georgia engaged in?
4. What is the level of academic and professional training of the Negro secondary and college teachers of Atlanta, Georgia?
5. To what extent are the members of the Negro secondary and college teachers of Atlanta, Georgia presently working in and out



of their major field of preparation?

6. In what educational institutions did the Negro secondary and college teachers of Atlanta, Georgia receive their academic and professional training?
7. What is the range of teaching experience of the Negro secondary and college teachers of Atlanta, Georgia?
8. In what professional organizations do Negro secondary and college teachers of Atlanta, Georgia hold membership?

Definition of terms.-- The term Professional Status, as used in this study, refers to the scope of academic and professional training, the professional experiences and the professional level, the type of service rendered, and the scope of professional participation evidenced by the teachers of the secondary schools and colleges in Atlanta, Georgia.

The term Socio-Economic Status, as used in this study, refers to the status of the teachers and their families with reference to occupation, income, social origin, and social and civic participation.

Methods of procedure and sources of data.-- The descriptive survey method of research, employing the specific techniques of use of documentary materials and administration of questionnaires, was used to gather data necessary for this study. This study was made the second semester and summer sessions of the 1963-64 school year.

The respondents in the study included 50 high school teachers and 50 college teachers in the city of Atlanta, Georgia. The names of the teachers were obtained from the rosters of the colleges in the Atlanta University Center, and from the public school directory. The teachers who composed the study groups were selected randomly. Fifty-five names were drawn at random from each group. The extra five names drawn from

each population were to allow for refusals.

The data for this study were gathered through the use of a schedule. The schedule used was specifically designed and pretested to procure pertinent personnel data under such categories as: early environmental background, academic and professional training, teacher experience, professional growth experiences, and community and civic participation.

The data necessary to the development of this study were gathered, organized and analyzed, interpreted and presented through the following steps:

1. The related studies pertinent to this study were reviewed, summarized and presented in this thesis.
2. A schedule specifically designed and pretested under the direction of competent staff members was used to collect the data.
3. The data derived from the administration of the schedule was assembled and presented in proper tables which in turn was appropriately interpreted.
4. The findings and conclusions from the interpretations and analysis was written up and presented in the finished thesis copy.

Theoretical orientation.--- Occupational life articulates with other areas of community life in two broad ways: (1) through the simultaneous performance of different social roles by the person, which inevitably results in mutual influences between the occupational and other roles, and (2) through social mechanisms whereby influences generated by the occupational system of the market place and the cultural or social milieu in the broader community mutually influence one another.<sup>1</sup>

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<sup>1</sup>Sigmand Noscow and William H. Form (eds.), Man, Work and Society (New York: Basic Books, Inc., 1962), p. 514.

Jobs generate certain forces which are pervasively influential in the lives of workers. Routines in the factory, mine, shop, office, or classroom make certain psychological and physical demands upon the individual. Occupations not only make certain life styles mandatory but they also influence the basic values and attitudes underlying most social relationships.<sup>1</sup> The limitations which occupations impose, for example, in the economic sphere and in the uses of leisure time need little elaboration. To live in a given manner one has to maintain a given level of income. Patterns of spending, consumption, and saving are inextricably associated with certain levels of income. The amounts that can be spent for entertainment, health, and education, to name just a few areas, are directly related to level of income. Similarly, the type of financial security that occupations provide helps to fashion both the individual's and his family's orientations toward the future.<sup>2</sup>

According to Noscov and Form:<sup>3</sup>

The structure of the work situation may also facilitate certain patterns of community activities and may even define explicit life patterns for wife and children. Residence, associational activities, consumption and entertainment patterns, and educational patterns are often explicitly dictated by the position the person holds in the occupational hierarchy. They may even be dictated by the company for which he works.

Possibly all areas of life may be related in part to some of the basic variables associated with occupational life styles. Concepts of self and others, psychological responses to social phenomena, political

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<sup>1</sup>Ibid., p. 514.

<sup>2</sup>Sigmund Noscov, "Social Correlates of Occupational Membership," Man, Work and Society (New York: Basic Books, Inc., 1962), p. 519.

<sup>3</sup>Noscov and Form, op. cit., p. 521.

behavior, and attitudes toward work involvement might all be related to opportunities and limits provided by occupations.

Review of related studies.-- In the past few years, there has been increasing research interest in the study of teacher characteristics and status. However, the limitations of research in this area must be pointed out. There are well over one million secondary and college teachers in the United States. Because of the diversity which almost necessarily goes with such numbers, it is practically impossible to say anything meaningful about the teaching population applicable to every teacher. Even when the category "teacher" is subdivided into smaller categories, such as male and female teachers, or teachers from various sections of the country, or secondary and college teachers, the generalizations made will not apply equally to every teacher in any one of these categories. Nevertheless, the writer feels a need to know more about the status of teachers in Atlanta, Georgia.

A survey of the professional status and training of teachers according to Ryans<sup>1</sup> revealed that:

The trend is toward a specific statement in the status of the professional academic requirements. Each year the requirements for degrees of the highest types are becoming more standards above the minimum that is set by law.

Browne<sup>2</sup> further states:

Surprising as it may be to our citizens, the U. S. ranks relatively low among the countries of the world in terms of the average amount of training possessed by teachers. Countries superior to our own include not only the European nations, but many of the South American

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<sup>1</sup>David G. Ryans, "Procedures Employed in Teacher Selection," Teachers College Journal, XXVIII (January, 1949), 58-59.

<sup>2</sup>J. F. Browne, "The Importance of the Teacher," The American High School (New York: McMillan and Co., 1949), p. 193.

republics.

A study of the socio-economic status by William H. Burton<sup>1</sup> revealed that:

In regards to the cost of living, there is little difference between the basic requirements for livelihood of the teachers of the two groups. Negro secondary and college teachers are obliged to adopt their standard of living to the income received.

Burton<sup>2</sup> further states:

Teacher's salaries are often measured unfavorably with the incomes and profits of business men and the returns of professional men. However, the trend has been toward higher salaries and while increases within the last 25 years look large, it must be remembered clearly that former salaries used as a basis for comparison were disgracefully inadequate. Large numbers of teachers were economically dependent on their families and supplement-occupations.

Richey<sup>3</sup> concludes that:

If teachers are to be professional workers, they will need more than the basic necessities of life in order to fulfill their professional functions in society. Salaries should be adequate to enable them to continue their professional growth of studies, to travel, to provide for cultural and recreational growth and civic needs by means of which they will be able to bring to the classroom increasingly richer experiences.

Despite gloomy analysis, many teachers do participate in community affairs, and many who remain in the profession probably have realized their aspirations for civic and social participation. The rather rigidly circumscribed social life prescribed for the teacher by the community has been relaxed somewhat partly because of the shortage of teachers, and partly because of the changes in standards for culture at large. It is

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<sup>1</sup>William H. Burton, Introduction to Education (New York: McMillian and Company, 1949), p. 678.

<sup>2</sup>Ibid., p. 679.

<sup>3</sup>Robert Richey, Planning for Today (New York: McGraw-Hill Company, 1952), pp. 135-136.

not often possible, for example, to enforce pre-war prohibition against dancing, smoking, dating, social drinking, card playing, and similar activities, particularly when these activities are socially approved for other professional and managerial groups.

Yet some pressures do remain. One-fourth of the 1800 Missouri teachers recently surveyed<sup>1</sup> were subjected to indirect prescription of personal-social activities such as smoking; one-fifth experienced community pressure about Church attendance. Similarly, of the 500 State of Washington residents surveyed<sup>2</sup> about one-half would not employ teachers who drank moderately; a significant number also objected to the idea of teachers smoking, drinking, and dancing. Attitudes expressed applied to men teachers as well as women teachers.

Study after study of social-civic group participation emphasizes the factors of high social and economic status as the dominant threads running through the community power structure.<sup>3</sup>

An investigation of participation by Idaho school teachers<sup>4</sup> in organized groups, including churches, revealed that regardless of years

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<sup>1</sup>Albert B. Calloway, Some Environmental Factors and the Controlling Elements Upon The Personal Lives of Missouri Teachers and Administrators, Doctoral Dissertation (Columbia: University of Missouri, 1951), p. 63.

<sup>2</sup>Bryson L. Jaynes, Public Attitudes in the State of Washington on Important Characteristics and Salaries and Personal Practices of Public School Teachers as Related to Certain Socio-Economic Factors, Doctoral Dissertation (Pullum: Washington State College, 1951), p. 63

<sup>3</sup>Floyd G. Hunter, Community Power Structure: A Study of Decision Makers (Chapel Hill: University of North Carolina Press, 1953), p. 48.

<sup>4</sup>Martin Ray Thomas, Community Activities of High School Teachers (New York: The MacMillan Company, 1954), p. 294.

of teaching experience, they averaged about five and one-half hours participation each week in such experiences. Of course regular church attendance could account for much of this time. Participation in church but not in civic activities were 25 as compared with 20 per cent of male college graduates who participated in two or less community activities. Approximately 40 per cent felt "unwarranted" pressures for participation. Only 44 per cent accepted willingly the demands for participation, yet 88 per cent felt participation was acceptable and voluntary; that failure to participate would not threaten their positions.

The evidence here adds up to some degree of participation by teachers in civic and social organizations. Whether the same degree of participation could be found in the writer's sample of 100 Negro secondary and college teachers in Atlanta, Georgia is not yet known.

An article entitled, Characteristics of Public School Teachers citing unpublished data in the N. E. A. Research Division Files, revealed the result of a small survey sample of some of the social and economic statuses of teachers. The conclusions were:<sup>1</sup>

1. Seventy per cent of all reporting teachers were married: 80 per cent of the men and 65.5 per cent of the women. The average age of teachers was exactly 40 years, but the average age of 35.9 years for men was 6 years less than the 49.9 years for the women. The distribution of ages shows that 71.0 per cent of all men teachers, but only 43.2 per cent of the women, were under 40.
2. Over 10 per cent of the public school teachers reporting in the

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<sup>1</sup>N. E. A., "Characteristics of Public School Teachers," N. E. A. Research Bulletin, XXXXI (December, 1963), 104-107.

survey did not have bachelor's degrees. The element making the per cent this high is the group of 19.8 per cent of the women elementary teachers who did not have a bachelor's degree. About one-fourth of all teachers, 39.7 per cent of whom had a master's degree or higher, were the group with the highest per cent of advanced degrees.

3. Nearly 50 per cent of all public school teachers in the survey had taught less than ten years. Thirty-nine per cent of all teachers have been teaching in their present systems for three years or less.
4. The mean annual salary for all teachers reporting in the survey was \$5,670 for the 1962-63 school year. Men secondary school teachers received the highest mean annual salary, \$6,080. The group with the lowest annual mean salary was women elementary school teachers, with \$5,477.

G. Franklin Edwards<sup>1</sup> further states:

The typical professional person studied comes from a family in which the father was a white collar worker and had 11.3 years of formal training; his mother was a high school graduate. He finished public high school and took his first professional training at approximately 23 years of age. His professional training was completed at the age of 28.5 years; and he entered work in the profession in which he is now found at the age of 30.5 years. He has worked at three different jobs for a period of eight months or more, and the last regular job has been held for a period of twelve years. The professional worker in this study married at 27.5 years, one year prior to the completion of his professional training. His wife is a college graduate. They have only one child.

These studies cited above are all pertinent to this study for they

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<sup>1</sup>G. Franklin Edwards, The Negro Professional Class (New York: The McMillan Company, 1962), p. 38.



revealed useful information concerning the status of the teachers in the community and in the profession itself.

## CHAPTER II

### SOCIO-ECONOMIC BACKGROUND

Any occupation is bound to leave its imprint on a man who spends his life at it. Teaching perhaps, has an even deeper impact on the private life than most occupations. The public will not leave the teacher's private life private and the ramifications, economic, social, and psychological, of the teacher's job are pervasive influences throughout his life.

There has been no census which tells us the socio-economic background of all teachers. School personnel in the Atlanta area vary more in their social origins than one would expect. The population included 53 males and 47 females. Table 1, which supplies basic identification data on the populations, shows sex distribution.

According to Table 1, of the two populations, 53 per cent were males and 47 per cent females. Separating the populations, we find that 44 per cent of the high school population were males, while 62 per cent of the college population were males. On the other hand, 56 per cent of the high school population were females, while only 38 per cent of the college population were females.

Table 2 supplies basic identification data on the age distribution of the two populations.

Table 2 reveals that 28 per cent of the high school population fell within the age interval 36-40; while 22 per cent of the college population fell within the age intervals of 31-35 and 46-50. Only 6 per cent of the high school population fell within the age interval of 46-50,

TABLE 1

DISTRIBUTION OF 100 NEGRO HIGH SCHOOL AND COLLEGE TEACHERS  
OF ATLANTA, GEORGIA ACCORDING TO SEX

Sex	High School Teachers		College Teachers	
	Number	Per Cent	Number	Per Cent
Male	22	44	31	62
Female	28	56	19	38
Total	50	100	50	100

while 14 per cent of the college population fell within that interval. Combining the percentage, the writer finds that 30 per cent of both populations were over forty one years old.

A significant change in the social composition of personnel in public schools and colleges has been brought about by the employment of more men teachers on the college level.

Table 3 reveals that of the college population, 42 per cent of the women teachers were listed as married, 31 per cent were divorced, and 27 per cent were single. Of the high school population, 61 per cent of the women were listed as married, 19 per cent were divorced, and 18 per cent were single. Among the men in the college population, only 5 per cent were single while 72 per cent were listed as married. The table reveals that 61 per cent of the men in the high school population were married, while only 3 per cent were listed as divorced. Interview data lead one to infer that with married women teaching, there is a larger proportion of school people who have the means to take part and be accepted in upper-middle class circles in many communities.

TABLE 2

DISTRIBUTION OF 100 NEGRO HIGH SCHOOL AND COLLEGE TEACHERS  
OF ATLANTA, GEORGIA ACCORDING TO AGE

Age	High School Teachers		College Teachers	
	Number	Per Cent	Number	Per Cent
Under 20	0	0	0	0
21 - 25	6	12	7	14
26 - 30	6	12	7	14
31 - 35	9	18	11	22
36 - 40	14	28	10	20
41 - 45	4	8	4	8
46 - 50	3	6	11	22
51 - 55	3	6	0	0
56 - and over	5	10	0	0
Total	50	100	50	100

The teachers sampled had few children of their own in both populations.

According to Table 4, 30 per cent of the married population of high school teachers had 2 to 3 children, while 26 per cent of the married population of the college teachers fell within the 0-1 interval. Most of the couples without children, however, were young.

Table 5 reveals that 32 per cent of the high school population married between the ages 21 to 25, while 26 per cent of the college population married between the ages 26-30. It is possible to conclude here that the college teachers in the population married later because

TABLE 3

DISTRIBUTION OF THE MARITAL STATUS OF 100 NEGRO HIGH SCHOOL  
AND COLLEGE TEACHERS OF ATLANTA, GEORGIA

Status	High School Teachers				College Teachers			
	Males	Per Cent	Females	Per Cent	Males	Per Cent	Females	Per Cent
Single	1	5	5	18	6	19	5	27
Divorced	2	9	3	11	1	3	6	31
Married	16	72	17	61	19	61	8	42
Separated	1	5	2	7	4	13		
Widowed	2	9	1	3	1	3		
Total	22	100	28	100	31	99	19	100

of extended years of schooling. It might be interesting to note that 8 per cent of both populations married at age 20 or under. Eight per cent of the high school population married between the ages of 31-35, while only 2 per cent of the college population married between these ages.

Table 6 reveals that 20 per cent of the high school population had their first child between the ages 26 to 30, while 20 per cent of the college population had their first child during the ages 31-35. Late conception in the college population may also be contributed to extended education.

Educational History.--- A competent staff of teachers is one of the indispensable elements of a good school. Such a staff should not be merely a collection of individually competent persons. It should be a

TABLE 4

DISTRIBUTION OF THE NUMBER OF CHILDREN OF 100 NEGRO HIGH  
SCHOOL AND COLLEGE TEACHERS OF ATLANTA, GEORGIA

Children	High School Teachers		College Teachers	
	Number	Per Cent	Number	Per Cent
7 - 6	0	0	0	0
5 - 4	3	6	1	2
3 - 2	15	30	8	16
1 - 0	11	22	13	26
Total	29		22	

cooperating group having common purposes and motivated by common ideals.

In the membership of the school faculty should be found both experience gained by years of service and vigor and enthusiasm characteristic of youth. Each staff member should have broad, general scholarship, through preparation in his special field, professional competency, and reasonable social development.

Morrison<sup>1</sup> says that it is a rare case, indeed, that training of a young teacher can be dispensed with as soon as he has taken his degree in education and received his appointment to the teaching staff. He further states that the academic department of the institution from which he graduates ought not to grant him a degree until he is pedagogically equipped to teach, and that he should be trained a long time in the practice of teaching.

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<sup>1</sup>Henry C. Morrison, The Practice of Teaching in Schools (Chicago: The University of Chicago Press, 1961), p. 90.

TABLE 5

DISTRIBUTION OF THE AGE AT MARRIAGE OF 100 NEGRO HIGH SCHOOL  
AND COLLEGE TEACHERS OF ATLANTA, GEORGIA

Age	High School Teachers		College Teachers	
	Number	Per Cent	Number	Per Cent
Under 20	4	8	4	8
21 - 25	16	32	9	18
26 - 30	9	18	13	26
31 - 35	4	8	1	2
36 - 40	0	0	0	0
Total				

From the foregoing statements, the reasoning seems to point out that all members of the staff who are entrusted with teaching youth should themselves be persons of educational scholarship, and of professional maturity.

Table 7 shows the type of institutions from which the 100 teachers of this sample received their training. It is significant to note that only 14 per cent of the high school population and 12 per cent of the college population received training in a teacher's college designated as such. According to Campbell<sup>1</sup> in his report to the Joint Committee on the Study of Curricula of the Southern Association of Colleges and Secondary Schools:

<sup>1</sup>Doak S. Campbell, The Education of Secondary Teachers, Division of Surveys and Field Studies, George Peagody College, Nashville, Tenn., 1956, p. 203.

TABLE 6

DISTRIBUTION OF AGE AT BIRTH OF FIRST CHILD OF 100 NEGRO  
HIGH SCHOOL AND COLLEGE TEACHERS OF ATLANTA, GEORGIA

Age	High School Teachers		College Teachers	
	Number	Per Cent	Number	Per Cent
Under 20	1	2	1	2
21 - 25	12	24	7	14
26 - 30	10	20	4	8
31 - 35	4	8	10	20
36 - 40	1	2	0	0
41 - 45	1	2	0	0

The...State Teachers Colleges were established and maintained for the definite purpose of preparing teachers for the public schools of the state. The field of service of the ....State Teachers College, therefore includes the education of teachers, for all departments of the public schools, from the kindergarten to the high school, including the preparation of teachers of the special subjects taught in the public schools of the state.

The agricultural and technological schools, as their names imply, give instruction in the fields of agriculture and technology; however, many of them have added courses for the training of teachers. No teacher of the college population received training in an Agricultural and Technical School, and only 6 per cent of the high school population received training in such a school.

The private colleges, from which 62 per cent of the high school population and 48 per cent of the college population graduated, were institutions organized more or less for education under "positive Christian Influence." Most of these colleges now offer training of



TABLE 7

DISTRIBUTION OF KINDS OF INSTITUTIONS IN WHICH 100 NEGRO  
HIGH SCHOOL AND COLLEGE TEACHERS OF ATLANTA,  
GEORGIA RECEIVED THEIR TRAINING

Institutions	High School Teachers		College Teachers	
	Number	Per Cent	Number	Per Cent
State Colleges and Universities	9	18	20	40
Agricultural and Technical	3	6		
Private Colleges and Universities	31	62	24	48
Teachers College	7	14	6	12

teachers. It should be significant to note that Table 7 reveals 40 per cent of the college teachers graduating from State Colleges and Universities, while only 18 per cent of the high school population graduated from such schools.

In Table 8 will be found the extent of training of the 100 teachers of the study as far as degrees are concerned. All teachers held the master's degree but only 14 per cent of the total population earned the doctorate degree. It is significant to note that no teacher in the high school population held a doctorate degree. In the college population, 39 per cent of the doctorate degrees are held by men, while only 11 per cent are held by women. On the high school level, a greater percentage of women, 45, than men, 39, have obtained the master's degree. This is probably due to the army's interruption of the education of many of the men, or to the fact that men are the chief

TABLE 8

DISTRIBUTION OF THE EXTENT OF ACADEMIC TRAINING OF 100 NEGRO  
HIGH SCHOOL AND COLLEGE TEACHERS OF ATLANTA,  
GEORGIA ACCORDING TO SEX

Degrees	High School Teachers				College Teachers			
	Per Males Cent		Per Females Cent		Per Males Cent		Per Females Cent	
BA or BA	12	55	17	61			1	5
MA or MS	10	45	11	39	19	61	16	84
Phd.								
Ed. D								
Other								
Total	22	100	28	100	31	100	19	100

bread winners and thereby do not get to attend the summer sessions as regularly as the women, many of whom are married.

The writer found that many teachers on the high school level had done work leading to the doctorate degree. Fitzpatrick<sup>1</sup> says that it is a serious question whether the Phd, represents the type of scholarship needed in the secondary school. He thinks that the place of the Phd is in the colleges and universities, and in doing research work.

Distribution of Teachers According to Income.--- The salaries of teachers in the U. S., like the wages paid to industrial workers, have not been established as a result of scientific study. For the most

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<sup>1</sup>Edward A. Fitzpatrick, The Scholarship of Teachers in Secondary Schools (New York: The MacMillian Co., 1957), p. 208.

part, boards of education and college boards have resorted solely to subjective judgements in arriving at the basic salaries of educational workers. Some schools pay on the basis of a teacher's experience and qualifications; others have state aid and that supplements the salary from the district. Some states have set up new standards of efficiency for teachers, thus holding out larger inducements in the way of salaries. The public demands that the teacher appear as well as other people, that they travel and keep up with the times, buy books and magazines, and at the same time the public has not concerned itself about the funds with which all this is to be done. If salaries are increased it ought to be made impossible for unprepared, incompetent teachers to profit by the increase. To raise the standard of efficiency without increasing salaries would make it impossible to secure competent men and women.

We cannot hope to have permanently in high school and college education, the services of the more capable and well-trained until the compensation is made more nearly adequate. In some localities, the legal qualifications are altogether too low, and low salaries, of course, accompany low standards of certification.

Table 9 reveals the salary scale of the college and high school population. Forty-two per cent of the high school teachers earned from \$6,000-6,999 per year, while 48 per cent of the college population fell within that same range. No teacher of the high school population earned a salary of \$10,000 and over, while 6 per cent of the teachers of the college population fell within that category. Most of the college population earning \$10,000 or more, were departments heads, or had more than one position. No teacher in either population earned salaries

TABLE 9

DISTRIBUTION OF 100 NEGRO HIGH SCHOOL AND COLLEGE TEACHERS  
OF ATLANTA, GEORGIA ACCORDING TO SALARY

Salaries	High School Teachers		College Teachers	
	Number	Per Cent	Number	Per Cent
Les than 5,000	5	10	2	4
5,000 - 5,999	21	42	8	16
6,000 - 6,999	16	32	24	48
7,000 - 7,999	5	10	2	4
8,000 - 8,999	3	6	11	22
9,000 - 9,999				
10,000 or over			3	6
Total	50	100	50	100

under \$4,000. It might be significant to note that 22 per cent of the college population earned salaries which range from \$8,000-8,999, while only 6 per cent of the high school population fell within this salary interval.

Table 10 reveals the amount of investing which takes place within the two populations under study. Sixty-eight per cent of the high school population invested in savings accounts, while 82 per cent of the college teachers took advantage of this plan of investment. Of the other plans, mutual funds and credit unions ranked high with the college population, while investment in stocks and credit unions ranked high among the high school population. Only 16 per cent of the college teachers invested in stocks, while 36 per cent of the high school

TABLE 10

DISTRIBUTION OF THE INVESTMENT OF INCOME OF 100 HIGH SCHOOL  
AND COLLEGE TEACHERS OF ATLANTA, GEORGIA

Investment	High School Teachers		College Teachers	
	Number	Per Cent	Number	Per Cent
Stocks	18	36	8	16
Mutual Funds	12	24	28	56
Credit Unions	26	52	23	46
Bonds	12	24	14	28
Real Estate	11	22	12	24
Savings Account	34	68	41	82

teachers used this plan of investment.

Table 11 reveals a high percentage of car ownership in both populations. Ninety-four per cent of the college teachers owned cars, while 82 per cent of the high school teachers indulged in the same luxury. Only 32 per cent of the college population indicated that they either owned or were buying their homes, whereas 82 per cent of the high school population indicated the same. One might conclude from this point that the teachers of the college population are more mobile than teachers of the high school population. This mobility causes college teachers to rent their homes. The college population sought added security for old age with retirement plans other than those which are made compulsory by the various colleges. There was a 72 per cent ownership of such plans compared with the low 36 per cent which was representative of the high school population.

TABLE 11

DISTRIBUTION OF THE FACTORS WHICH APPLY TO THE ECONOMIC  
STATUS OF 100 NEGRO HIGH SCHOOL AND COLLEGE TEACHERS  
OF ATLANTA, GEORGIA

Status Factors	High School Teachers		College Teachers	
	Number	Per Cent	Number	Per Cent
Own Automobile	41	82	47	94
Own or buying home	41	82	16	32
Renting home	9	18	39	78
Retirement (School)	50	100	50	100
Retirement other than School or Government	16	36	36	72

Family Background and Religious Affiliation.-- A vast difference appears in the attributes of subjects when they are classified according to family background as shown in Table 12.

There is a significant difference appearing in the occupational status of fathers of subjects in the two populations:

Forty per cent of the fathers of college teachers were professional, whereas only 16 per cent of the fathers of the high school teachers were professional. The majority of the fathers of the high school population were laborers (44 per cent). Only 15 per cent of the fathers of the college population were classed as laborers. It should be noted that no fathers of the college population were self-employed, while 6 per cent of the fathers from the high school population were classed as self-employed. Fourteen per cent of the fathers from the high school population were farmers, while only 6 per cent of the fathers from the

TABLE 12

DISTRIBUTION OF THE OCCUPATIONAL GROUPINGS OF THE FATHERS  
OF 100 NEGRO HIGH SCHOOL AND COLLEGE TEACHERS  
OF ATLANTA, GEORGIA

Occupation	High School Teachers		College Teachers	
	Number	Per Cent	Number	Per Cent
Clerical	3	6	5	10
Professional	8	16	20	40
Service	3	6	2	4
Laborer	22	44	15	30
Farmer	4	8	3	6
Craftsman	7	14	5	10
Self-Employed	3	6	0	0

college population were farmers.

Comparison between the parental occupational status and the occupational status of the high school population reveals a trend in upward mobility. Comparison between the parental occupational status and the occupational status of the college population reveals that many of the respondents are from families already oriented to the dominant upper-middle life style.

Table 13 reveals the religious preference of the respondents. It should be noted that 52 per cent of the high school teachers were Baptist, whereas only 28 per cent of the college population were of this denomination. According to this table, the trend of religious denominations for the college population includes: 10 per cent Catholic, 14

TABLE 13

DISTRIBUTION OF RELIGIOUS PREFERENCE OF 100 NEGRO HIGH  
SCHOOL AND COLLEGE TEACHERS OF ATLANTA, GEORGIA

Membership	High School Teachers		College Teachers	
	Number	Per Cent	Number	Per Cent
Presbyterian	3	6	2	4
Methodist	15	30	11	22
Episcopalian	3	6	7	14
Catholic	2	4	5	10
Baptist	26	52	14	28
Other	1	2	11	22

per cent Episcopalian, 22 per cent Methodist and 4 per cent Presbyterian. In other words, 72 per cent of the college population belong to denominations other than Baptist, while only 48 per cent of the high school population were of other demonimations. This material might support the theory that the Negro's denomination is correlated with the amount of education he has. The majority of the College population were Catholic, Episcopalians, and Methodist, while the majority of the high school population were Baptist and Methodist.

Table 14 points out very clearly that neither population had a high percentage in affiliation with church organizations. The high school population participated much more than the college population in those organizations with which they were affiliated. Both populations had their greatest percentage of participation with the choir. The high school population showed a preference to the Women's Auxilary. One



TABLE 14

DISTRIBUTION OF THE EXTENT OF AFFILIATION WITH CHURCH  
ORGANIZATIONS OF 100 NEGRO HIGH SCHOOL AND  
COLLEGE TEACHERS OF ATLANTA, GEORGIA

Organizations	High School Teachers		College Teachers	
	Number	Per Cent	Number	Per Cent
Choir	16	32	7	14
Usher Board	3	6	3	6
Women's Aux.	5	10	2	4
Deacon's Bd.			2	4
Deaconess Bd.	1	2	2	4
Trustee Bd.			4	8
Steward Bd.			2	4
Home Missions	3	6	1	2
Pastor's Aid	3	6	2	4
Other	3	6	7	14

should note that no members of the high school population were affiliated with the Deacon's Board, Trustee Board, and the Steward Board. Other than the choir, the college population had a high percentage in the affiliation with the Trustee Board.

## CHAPTER III

### TEACHER EXPERIENCE

Practice does not make perfect unless it is the right kind of practice claim some authors; moreover, there are individual differences in the ability to learn from experiences, nevertheless it is generally concluded that a certain amount of experience is an important factor in the qualifications of teachers.<sup>1</sup> A national survey shows that most men have from one to four years of work experience. Considering the United States, women teachers have had more experiences and are larger in number.<sup>2</sup> Whether or not experience beyond a certain point adds to a teacher's proficiency is questionable. Much depends upon where and under what conditions the experience was gained, and its relation to the requirements of particular situations.

From Table 15, it is plain that 32 per cent of the high school population had from 11 to 20 years of experience, while 42 per cent of the college population fell within that interval. Twenty-six per cent of the high school population had more than 21 years of experience, while only 8 per cent of the college population had this same amount of experience. The table also reveals that 2 per cent of the high school population had 1 year of experience and 10 per cent of the college

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<sup>1</sup>R. H. Eleeson and W. Earl, "Teachers Supply and Demand: Investigation Reported in 1954," Educational Research Bulletin, XXIV (May 16, 1954), 119-123.

<sup>2</sup>E. S. Evenden, "Teacher Training," National Survey of the Teachers in Service, II (February, 1953), 17-19.

TABLE 15

DISTRIBUTION OF 100 NEGRO HIGH SCHOOL AND COLLEGE TEACHERS  
OF ATLANTA, GEORGIA ACCORDING TO EXPERIENCE

Experience	High School Teachers		College Teachers	
	Number	Per Cent	Number	Per Cent
1 year	1	2	5	10
2 years	3	6	2	4
3 years	3	6	3	6
4 years	5	10		
5 years	3	6	7	14
6 years			4	8
7 - 10 years	6	12	4	8
11 - 20 years	16	32	21	42
21 or over	13	26	4	8
Total	50	100	50	100

population with the same.

Classroom Activities.-- The prime school duty for the college teacher may be classed as instructional; while for the high school teacher instructional and disciplinary. The accessory school duties for both groups may be classed as clerical and administrative. Professional duties include: (1) preparation of school work, (2) study, and reading, and discussion along broader educational lines.

The classroom teacher is the chief educational officer in charge of the room and upon him, to a large extent, rests the responsibility of its proper organization and control.

The classroom teacher may be said to have a dual responsibility; namely, that of chief educational officer in charge of and responsible for all instructional activities, and chief administrative or managerial officer responsible for the proper management and control of the room assigned him.

On the average, high school teachers, with a mean class load of 34 students, have larger class loads than college teachers. According to the data from the schedule, the average size of the college classroom is 24 students.

The writer found that of the 50 high school teachers, nine were teaching in related fields, twelve were teaching in unrelated fields, and the other twenty-eight were teaching in their area of academic specialization. On the other hand, the total population of college teachers interviewed, indicated that they taught in their academic fields of specialization.

Table 16 reveals the extent of participation in instructional duties and the mean number of hours spent in each per week. Both populations spent most of their time in preparation of materials, correcting or grading papers, and personal preparation. The college population spent a mean of 13 hours in personal preparation, while the high school teachers spent an average of 7 hours. There is a significant time difference in the counseling of students. College teachers spent an average of 9 hours per week, while the high school teacher spent only 7 hours per week. It is interesting to note that no teachers in the college population indicated that they participated in disciplinary activity and parental contact. There was a 100 per cent participation

TABLE 16

DISTRIBUTION OF THE EXTENT OF PARTICIPATION IN INSTRUCTIONAL  
DUTIES AND MEAN NUMBER OF HOURS SPENT IN EACH OF 100 NEGRO  
HIGH SCHOOL AND COLLEGE TEACHERS OF ATLANTA, GEORGIA

Instructional Duties	High School Teachers			College Teachers		
	Number	Per Cent	Hours	Number	Per Cent	Hours
Preparation of materials and lectures	50	100	8	50	100	9
Correcting or grading papers	50	100	7	50	100	7
Personal Preparation	50	100	7	50	100	13
Counseling students	28	56	4	40	80	9
Parental contact	32	64	2	0	0	0
Disciplinary activity	26	52	2	0	0	0
Curriculum development	16	32	3	18	34	5
Evaluating pupil progress	50	100	5	50	100	6

in four areas: (1) preparation of materials and lectures, (2) correcting and grading papers, (3) personal preparation, and (4) evaluating pupil progress.

Administrative Functions.-- The college and high school teachers have functions beyond instruction and creative research. An individual who joins a faculty is no longer entirely a free-lance scholar. He has, particularly, the responsibility of seeing the relations of his own and

other disciplines within the academic framework. He has an obligation to participate in the complex enterprise building a curriculum for higher education in terms of the objectives of the institution which employs him--an obligation not only to arrange his own courses meaningfully, but also to help develop the course patterns and programs which are most meaningful to students.<sup>1</sup> To build a good program on the basis of course offerings developed independently by highly specialized faculty members or to allow one faction or unit within the university or high school to determine the curriculum is not sensible.<sup>2</sup> Each individual faculty member has a measure of responsibility for the entire curriculum structure.

Table 17 reveals that 100 per cent of the high school teachers served on committees, while only 78 per cent of the college teachers performed this duty. More college teachers performed the administrative duty of selecting textbooks than high school teachers. Eighty-eight per cent of the high school population supervised school activities, while only 34 per cent of the college population performed this same duty. More high school teachers indicated that they helped to plan the school calendar. Only 14 per cent of the college population helped to prepare their calendar.

The college population was more instrumental in employing and discharging teachers than the high school population. This may be due to

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<sup>1</sup> Educational Policies Commission, Higher Education in A Decade of Decision (National Education Association of the U. S., 1957), p. 83.

<sup>2</sup> Ibid., p. 84.

TABLE 17

DISTRIBUTION OF THE EXTENT OF PARTICIPATION IN ADMINIS--  
TRATIVE FUNCTIONS OF 100 NEGRO HIGH SCHOOL AND  
COLLEGE TEACHERS OF ATLANTA, GEORGIA

Administrative Functions	High School Teachers		College Teachers	
	Number	Per Cent	Number	Per Cent
Serving on Committees	50	100	39	78
Selecting textbooks	37	74	44	88
Planning School buildings	7	14	2	4
Preparing the school calendar	34	68	3	6
Employing teachers	1	2	11	22
Discharging teachers	1	2	7	14
Supervising school activities	44	88	17	34

the fact that several heads of departments were included in the college population. This fact gave the college population a larger percentage in these two areas.

Academic Freedom.--- Academic freedom prevails more in the colleges of Atlanta than in the high schools. Possibly the fact is true, because the college and university can achieve their purposes and contribute effectively to American life only if ideal conditions of academic freedom prevail. If important questions are closed to discussion, if significant problems are taboo for research, if dissenting voices are

stilled, or if conformity becomes the price of preferment, the very foundations of American civilization are insidiously destroyed.<sup>1</sup> The professor needs the assurance of academic freedom as a safeguard to his self-respect, his scholarly integrity, and his intellectual independence. The institution benefits from a policy of academic freedom because that is its only Avenue to greatness as a source of new knowledge and its most potent attraction for the recruitment of the ablest and finest for its facilities.<sup>2</sup> The common-wealth too, has a stake in academic freedom, in spite of the fears and hysteria of pusillanimous pressure groups. In a world of conflict and instability, security must be sought in the deepest understanding and the most widespread diffusion of knowledge. Only by constant questioning can we remain sure that our theories are tenable and that our beliefs are true. Any measure that inhibits the search for deeper understanding and more comprehensive knowledge acts to destroy, not to preserve, civilization.<sup>3</sup>

The schedule revealed that 95 per cent of the high school population stated that they were not at liberty to teach most of the controversial issues. One-hundred per cent of the college population indicated that they were at liberty to teach every controversial issue listed.

Table 18 reveals the teaching methods used most by college and high school teachers. Logically, the college population indicated an 88

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<sup>1</sup>James Brown and James W. Thornton, Jr., College Teaching: Perspectives and Guidelines (New York: McGraw-Hill Book Company, Inc., 1963), p. 45.

<sup>2</sup>Ibid., p. 46.

<sup>3</sup>Ibid., p. 47.



TABLE 18

DISTRIBUTION OF TEACHING METHODS USED BY 100 NEGRO HIGH  
SCHOOL AND COLLEGE TEACHERS OF ATLANTA, GEORGIA

Methods	High School Teachers		College Teachers	
	Number	Per Cent	Number	Per Cent
Lecture	3	6	44	88
Problem Solving	19	38	19	38
Discussion	21	42	20	40
Project	8	16	4	8
Other	2	4	1	2

per cent use of the lecture method, while only 6 per cent of the high school population used the lecture method. Forty-two per cent of the high school population indicated that they used the discussion method, while 38 per cent used the problem solving method. The college population also revealed a second preference to the problem solving method. The 6 per cent of the two populations who were tabulated in the other category indicated the use of the following methods: (1) audio-visual, (2) audio-Lango, (3) laboratory and (4) research.

## CHAPTER IV

### COMMUNITY LIFE

Many of the things that the community defines as "the teacher" are of the nature of myths. Generations ago, it could be more truly be said that the teacher was a person of culture. He had read more and better books than others, and he valued the arts and literature above more practical and immediate pursuits.

Now the teacher is rarely a real intellectual. He may be as scornful of cultural activities as his neighbors. His knowledge of the world of ideas is often narrow. Today's teacher may be thought to be a prototype of the middle class. That he is a teacher is so often accidental. Thus the teacher as a person often finds himself bewildered and just a bit disturbed when his friends in the community, as their highest form of praise, say, "Why you aren't a bit like a teacher!" He knows he does not fit into the traditional stereotype of the teacher; but he may wonder if some expect him to be. It becomes a professional problem when the community conserves in its role expectations of teachers a type that was real about fifty or seventy years before. At that time, there were fewer schools and fewer teachers. It is probable that those persons who were drawn to teaching were, by a process of cultural selectivity, those who could fit into community expectations.

Those who enter teaching today have developed an image of teaching as an occupation. No longer are they sent out to teach after a few months or a year of normal school education. They are educated in large state colleges or universities where many vocational pursuits

are analyzed, discussed, and selected. The prospective teacher also develops an idea of the job as a job. He does not normally see the educational process in its social setting. Thus the future teacher will often be quite unprepared for the community's view of his role.<sup>1</sup>

The gap between the teacher's perception of his job and that of the community has many implications. The teacher is given, in his professional training, an ideal of the teacher: one who is permissive, helpful, psychologically oriented in interpreting motivations, and is part of a self-respecting, socially important professional group.<sup>2</sup> On the job, he finds contrary expectations. Trained to use the most modern insights to guide the methods he uses, and to select the content that he teaches, the teacher may find that the community wants none of this. The parent is suspicious of new ways of doing things in anything as intimate and close as the education of his children. The teacher, himself educated in the community's concept of the teacher and the school, finds himself in an acute dilemma. Does he reject the teachings of the university, the authority of research and professors, and accept the usual way of doing things that the community approves? Or shall he snub the community and hold to the vision of his role as provided by his collegiate experience?

Table 19 reveals how the high school and college teachers spend their leisure hours. Sixty-two per cent of the high school population spent their free time going to parties and dances, while 68 per cent of

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<sup>1</sup>Donald McNassor, "Conflict in Teachers Who Try To Learn About Children," California Journal of Education, III (September, 1951), 147-155.

<sup>2</sup>Ibid., p. 157.

TABLE 19

DISTRIBUTION OF THE EXTENT OF PARTICIPATION IN LEISURE  
ACTIVITIES OF 100 NEGRO HIGH SCHOOL AND COLLEGE  
TEACHERS OF ATLANTA, GEORGIA

Leisure Activities	High School Teachers		College Teachers	
	Number	Per Cent	Number	Per Cent
Bowling	15	30	11	22
Swimming	11	22	10	20
Theater	21	42	24	48
Tennis	9	18	16	32
Dances	31	62	34	68
Parties	31	62	13	26
Camping and Fishing	10	20	7	14
Bridge	18	36	32	64
Reading	35	70	39	78
Picnicing	25	50	10	20
Other	18	36	4	8

the college population attended dances and only 26 per cent indicated that they attended parties. Seventy-eight per cent of the college population read during their leisure hours, while only 70 per cent of the high school population spent their time reading. Camping and fishing attracted a low percentage from both populations--with 14 per cent for the college population and 20 per cent for the high school population. Other than reading, dances, and parties, the theater attracted quite a high percentage from both groups. Forty-eight

per cent from the college population, and 42 per cent from the high school population.

The schedule revealed that both the populations subscribed to magazines; however, there was a significant contrast in the types of magazines subscribed to by each group. In the order they are named, the high school population subscribed to Ebony, Jet, Collier's, Saturday Evening Post, and the Reader's Digest. On the other hand, the college population subscribed to Ebony, Harper's Atlantic Monthly, Sports Illustrated, and the Reporter. Seemingly, the college population subscribed to more periodicals devoted to serious writing on political, social, and cultural topics. Ninety-five per cent of both populations belonged to sororities and fraternities. A total of 56 per cent of the women teachers from both populations belonged to Alpha Kappa Alpha, and a total of 62 per cent of the male teachers were members of Omega Psi Phi Fraternity. The fraternal orders and lodges, such as the Masons, Elks, and Shriners attracted a low percentage from both populations.

Table 20 reveals that the community organizations with the greatest degree of participation for both populations were the Red Cross and Alumni Associations. There were only 20 per cent of the high school population and 10 per cent of the college population participating in the Girl Scouts. On the whole, Table 20 points out quite clearly, that participation in community affairs is much greater in the high school population. One can conclude from the previous paragraph that the high school teacher more closely fulfills the expectations of the community as far as participation in community affairs is concerned.

Table 21 points out to the reader that 80 per cent of the college

TABLE 20

DISTRIBUTION OF EXTENT OF PARTICIPATION IN COMMUNITY  
ACTIVITIES OF 100 NEGRO HIGH SCHOOL AND COLLEGE  
TEACHERS OF ATLANTA, GEORGIA

Organizations	High School Teachers		College Teachers	
	Number	Per Cent	Number	Per Cent
Red Cross	39	78	27	54
Alumni Assoc.	38	76	30	60
Boy Scouts	12	24	15	30
Girl Scouts	10	20	5	10
Y. W. C. A.	19	38	7	14
Y. M. C. A.	15	30	5	10

population were affiliated with the Democratic party, while only 36 per cent of the high school population were affiliated with the same party. It is interesting to note that 50 per cent of the high school population indicated that they were Independent, while only 12 per cent of college population indicated the same. The Republican party was least represented with a total of 22 per cent from both populations.

Table 22 points out that the extent of affiliation in civil rights organizations was high among both populations, The NAACP attracted a higher percentage from the total population than any other organization. Eighty-four per cent of the high school population were affiliated with NAACP and 82 per cent of the college population were affiliated with the same organization. The high school population had a high percentage of affiliation with SNCC and CORE than the college population. The college population seemed to have concentrated their attention upon

TABLE 21

DISTRIBUTION OF THE POLITICAL AFFILIATION OF 100 NEGRO  
HIGH SCHOOL AND COLLEGE TEACHERS OF  
ATLANTA, GEORGIA

Party	High School Teachers		College Teachers	
	Number	Per Cent	Number	Per Cent
Democratic	18	36	40	80
Republican	7	14	4	8
Independent	25	50	6	12

TABLE 22

DISTRIBUTION OF THE EXTENT OF AFFILIATION IN CIVIL RIGHTS  
ORGANIZATIONS OF 100 NEGRO HIGH SCHOOL AND COLLEGE  
TEACHERS OF ATLANTA, GEORGIA

Organizations	High School Teachers		College Teachers	
	Number	Per Cent	Number	Per Cent
SCLC	10	20	23	46
NAACP	42	84	41	82
SNCC	18	16	4	8
CORE	9	18	7	14

SCLC and NAACP, almost neglecting SNCC and CORE.

Table 23 points out that the extent of participation in Civic affairs is well represented in both populations. Eighty-four per cent of the college population participated in voter-registrations, while 68 per cent of the high school population participated in the same civic affair.

TABLE 23

DISTRIBUTION OF THE EXTENT OF PARTICIPATION IN CIVIC  
AFFAIRS OF 100 NEGRO HIGH SCHOOL AND COLLEGE  
TEACHERS OF ATLANTA, GEORGIA

Civic Affairs	High School Teachers		College Teachers	
	Number	Per Cent	Number	Per Cent
Voter Registration	34	68	42	84
Neighborhood Association	37	74	10	20
Urban League	9	18	4	8

The Urban League was the least represented by both populations. It is interesting to note that the high school population had a much greater participation with neighborhood associations than did the college population.

Many barriers to teacher participation as a member of society are psychological in nature. If society considers the teacher a low status, the teacher might reflect this in his lack of community activity. On the other hand, if the teacher goes out of his way to become part of the community as far as is permitted by social and economic barriers and by time limitations, familiarity may breed respect and result in giving the teacher real social structure.<sup>1</sup>

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<sup>1</sup>Lindley Stiles, The Teacher's Role in American Society (New York: Harper & Brothers, 1957), p. 145.



## CHAPTER V

### PROFESSIONAL GROWTH

In the hierarchy of the professions, that of public school teacher is barely above the level of the semi-professions.<sup>1</sup> The teacher may be perceived as middle class in the community's social scheme, but he is barely upper-lower class in the ranking of professional groups. The individual teacher is ambivalent towards his own role. He recognizes the value and significance of his work (and he is reminded by writers and speakers of how essential is the educational enterprise), but he is treated with cool snobbery by other professional groups.<sup>2</sup> The functional value of what he does is no protection from the press of community expectations, nor does it keep a roomful of youngsters from creating absolute bedlam if not constantly watched.

In reacting to this neither-fish-nor-fowl position, the teacher may behave much like a member of a minority group. He may feel keenly his low professional status and note the "discriminatory treatment" accorded him by the public servant.

The profession itself further divides teachers on the basis of competence into those who are better and those who are not so good. The institutional ladder creates status and role problems; elementary teachers are at the bottom of the heap and university teachers at the

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<sup>1</sup> Henry C. Morrison, The Practice of Teaching In Schools (Chicago: The University of Chicago Press, 1961), p. 76.

<sup>2</sup> Ibid., p. 78.

top. In order to gain a status, therefore, we notice an all too human reaction---modeling behavior after those higher on the scale of respect.

This lack of a clear definition of the professional role and the many imbalances that result can be seen demonstrated also in the multiplicity, competitiveness, and seeming lack of common purpose found among professional organizations of teachers. The average teacher can join a national and a state teachers organization; he can belong to a subject matter organization with both national and state activities; he can join one of two teachers unions; any special interests he has may involve him in the organizations of those working for gifted children, for the retarded, for audio-visual aid ad-infinitum; and he can, if chosen, be a member of one or more professional honor societies. This multiplicity of organizations is in itself not surprising in view of the many kinds of teaching jobs and vastness of the system. But what is disturbing to some, is the conflicting view of the profession that these different organizations provide for their members. Some emphasize the role of the teacher as an expert; some identify the teacher's problems with those of the working class in general; still others play up to his professional self-esteem by being highly selective in membership. And the organizations compete with each other for members and for the participation of members. Membership in professional organizations as outlined by Umstaddt<sup>1</sup> improves a teacher's service to society, enables him to grow and thereby aids him in meeting his obligations effectively. Of the 100 teachers studied, 62 were members of the National

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<sup>1</sup>J. G. Umstaddt, Secondary School Teaching (Boston: Gin and Co., 1954), p. 488.

Education Association, 42 were members of the American Teacher Association, 59 were members of the State Teachers Association. There were 79 teachers of the total population who indicated that they held membership or at least subscribed to the literature in their subject matter field.

All of the teachers of this study who are members of the organizations above, stated that they read the professional literature.

Teachers are expected to improve in their professional work even though their assigned tasks are arduous and the environment for education often is uncertain.<sup>1</sup> No matter what the work, one is supposed to improve with experiences! To result in greater effectiveness in work, the experience must be accompanied by self-appraisal, capacity for improvement, and a desire to be better teachers are expected both by their colleagues and by the people of the school community to improve with experience.<sup>2</sup>

Table 24 reveals the amount of participation in several activities which usually enhances the professional growth of an instructor. It should be noted that there is a 100 per cent participation in both populations in faculty meetings. One can conclude from the foregoing observation that faculty meetings on both levels, are somewhat compulsory. Both populations had a high participation in the use of professional libraries and general reading. On the high school level, the lowest percentage of participation was in the exchange teacher program,

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<sup>1</sup> Glen G. Eye and Will and R. Lane, The New Teacher Comes to School (New York: Harper & Brothers, 1956), p. 35.

<sup>2</sup> Ibid., p. 36.

TABLE 24

DISTRIBUTION OF THE EXTENT OF PARTICIPATION IN SCHOOL  
ACTIVITIES OF 100 NEGRO HIGH SCHOOL AND COLLEGE  
TEACHERS OF ATLANTA, GEORGIA

Activities	High School Teachers		College Teachers	
	Number	Per Cent	Number	Per Cent
Faculty Meetings	50	100	50	100
Visitation to other schools	25	50	17	34
Cooperative teaching	15	30	6	12
Use of Professional Library	29	58	45	90
Exchange Teaching	3	6	17	34
Use of consultants	26	52	15	30
In-Service Work Shops	20	40	6	12
General Reading	39	78	40	80
Pre-School Conferences	24	48	5	10
Teacher Councils	18	36	8	16
Study Groups	22	44	8	16
Demonstration Centers	19	38	4	8
Observation of other teacher's work	19	38	6	12

while the college population had a 34 per cent participation. On the college level, the lowest percentage of participation was in pre-school

conferences.

## CHAPTER VI

### SUMMARY AND CONCLUSIONS

Interpretations from such a small sample must be done with caution. However, a small sample of people, studied thoroughly as has been done here, may provide a good deal of information about the total population. Since the two sample populations represent categories of school personnel and the numbers are not proportional to the numbers of people actually found in those categories, some of the findings should be regarded as suggestive, rather than definite. Nevertheless, other information indicates that much of the data is representative of Atlanta School personnel.

Facts gathered in Atlanta lead one to believe that high school and college positions have different set of values attached to them by the Community. Although the high school and college teachers do vary in their social origin, a large proportion come from Middle-middle and upper-middle class homes. The school personnel are "second-class citizens only in that certain moral standards are applied more rigorously, and they are excused from some of the symbols of status expected of their professional and business friends. Although there are towns and cities where educational personnel fail to find acceptance, such places as Atlanta are the exception.

All data collected, dealt primarily with 100 high school and college teachers who were employed during the school year 1963-1964. The conclusions of the study are as follows:

#### Socio-Economic Background.--

1. Forty four per cent of the college teachers were married: 61 per cent of the men and 42 per cent of the women. Sixty-six per cent of the high school teachers were married: 72 per cent of the men and 61 per cent of the women. The average age of the high school population ranged from 36 to 40, while the average age of the college population ranged from 31-35.
2. Thirty-two per cent of the high school teachers married between the ages 21 to 25, while 26 per cent of the college population married between the ages 26 to 30. Thus, the college respondent was likely to marry just before completing his professional training.
3. Like most college graduates, the respondents did not have large families. Thirty per cent of the high school teachers had from 2 to 3 children, while 26 per cent of the college teachers had from 0 to 1 child.
4. The average high school teacher in this study, came from a family in which the father was a laborer. The average college teacher in this study came from a family in which the father was a white collar worker, mainly on the professional level.
5. Twenty-six per cent of the college population had doctorate degrees; no high school teacher had a doctorate degree. About one half of all high school teachers had master's degrees.
6. The annual salary for all high school teachers reporting in the study, fell within the \$5,000 to \$5,999 category, while the annual salary for college teachers fell within the \$6,000 to \$6,999 category.

7. Both the high school and college respondents showed a preference for the Baptist denomination; however, here is where the similarity ends. Ten per cent of the college teachers were Catholic, 14 per cent Episcopalian, and 22 per cent Methodist. The representation of the high school population in the Catholic and Episcopalian denominations was at a minimum.

Teaching Experience.--

1. Thirty-two per cent of the high school teachers have taught school more than 10 years, while 42 per cent of the college teachers have taught this long.
2. There was a 100 per cent participation by both populations in preparation of materials, correcting papers, personal preparation, and evaluating pupil progress. However, the study revealed that no college instructor participated in disciplinary activity and parental contact while over one-half of the high school population indicated that they had spent a mean of 2 to 3 hours each week participating in such activities.
3. As expected, 88 per cent of the college teachers use the lecture method, while only 6 per cent of the high school respondents preferred the lecture method.
4. The high school population participated to a greater extent in administrative functions than did the college teachers. The only areas where the college personnel had a higher percentage of participation were in: (1) employing teachers and, (2) discharging teachers.
5. College personnel had much more academic freedom than did the



teachers from the high school population. One-hundred per cent of the college personnel indicated that they were at liberty to teach controversial issues. Only 5 per cent of the high school teachers indicated the same.

Community Life.--

1. Both the college population and the high school population had high percentages of participation in dancing, the theater and reading. Sixty-four per cent of the college population played bridge, while only 36 per cent of the high school population indulged in that activity. The high school population participated more in camping and fishing.
2. Both populations revealed a high percentage of participation in civic affairs and civil rights organization. Both populations revealed a preference toward the NAACP. High school teachers participated more in community organizations than college teachers.
3. Fifty per cent of the high school population indicated that they were Independent, while 80 per cent of the college population indicated that they were Democratic. The Republican Party had a low percentage for both groups.

Professional Growth.--

1. Seventy-nine per cent of the total population indicated that they held membership or at least subscribe to the literature in their subject matter field.
2. There was a 100 per cent participation in both populations in faculty meetings. Both populations had a high percentage of participation in the use of professional libraries and general

reading. On the high school level, the lowest participation was in the exchange teacher's program, while the college population had a low percentage in pre-school conferences.

Conclusions.-- The analysis and interpretation of the data on the educational personnel of Atlanta, Georgia, would appear to warrant the conclusions to follow:

1. With respect to social origins, the college respondents have a higher background status than the secondary school respondents, in which the majority of the fathers are white collar workers.
2. There is an upward trend in the occupational mobility of high school respondents, while the occupational status of the fathers of the college population reveals that many of the college respondents are from families already in the dominant upper-middle class.
3. While both populations have a high percentage of participation in social and civic affairs, the high school population more closely fulfills the expectations of the community as far as participating in community affairs is concerned.
4. There is a relatively high level of academic and professional training among both the secondary and college populations.
5. While the total population of college teachers are teaching in their academic field of specialization, this is not the case with the high school population which experiences no such freedom of choice of subject matter.
6. While the teacher colleges are still training secondary and college teachers, they are not preparing as large a percentage

as would be expected. The majority of both populations receive most of their educational training in private colleges and universities.

7. A vast majority of the secondary and college teachers are engaged in extra curricular activities to a great extent as shown by the wide variety of activities they take an active part in.
8. Both populations possess an average if not high degree of professional affiliation and pride as shown by the number of memberships held in various local, state, and national professional organizations.

**APPENDIX**

## TEACHER CHARACTERISTICS SCHEDULE

### DECK 1. SOCIO-ECONOMIC BACKGROUND

#### A. GENERAL INFORMATION

1. ☐ High School Teacher ☐ College Teacher

2. Sex: ☐ Male ☐ Female

3. Place of Birth: \_\_\_\_\_  
(State) (County) (City)

4. Present age:

a. ☐ under 20

f. ☐ 41-45

b. ☐ 21-25

g. ☐ 46-50

c. ☐ 26-30

h. ☐ 51-55

d. ☐ 31-35

i. ☐ 56 and over

e. ☐ 36-40

5. Marital Status:

a. ☐ Single

d. ☐ Separated

b. ☐ Divorced

e. ☐ Widowed

c. ☐ Married

6. If you are married or have been married, please answer the following:

a. Number of times married \_\_\_\_\_

b. Age at first marriage \_\_\_\_\_

c. Number of children \_\_\_\_\_

d. Age at birth of first child \_\_\_\_\_

#### B. EDUCATIONAL BACKGROUND

7. Last year of schooling completed:

a. 1 2 3 4  
College

b. 1 2 3 4 5  
Graduate or professional

## 8. Professional degrees earned:

- |                 |                                 |
|-----------------|---------------------------------|
| a. ( ) BS or BA | d. ( ) ED.D                     |
| b. ( ) MA       | e. ( ) Other _____<br>(Specify) |
| c. ( ) Phd      |                                 |

## 9. Name of undergraduate school: \_\_\_\_\_

## 10. Position in your graduating class:

- a. ( ) Upper third  
b. ( ) Middle third  
c. ( ) Lower third

## 11. Honors received: (Honor societies, Honorary degrees, etc.)

- a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_  
e. \_\_\_\_\_

## C. RELIGION

## 12. Religious preference:

- |                     |                                 |
|---------------------|---------------------------------|
| a. ( ) Presbyterian | d. ( ) Catholic                 |
| b. ( ) Methodist    | e. ( ) Baptist                  |
| c. ( ) Episcopalian | f. ( ) Other _____<br>(Specify) |

## 13. Church Attendance:

- |                      |                            |
|----------------------|----------------------------|
| a. ( ) Once a month  | c. ( ) Three times a month |
| b. ( ) Twice a month | d. ( ) Four times a month  |

## 14. Are you affiliated with any of the following church organizations?

- |                    |                          |
|--------------------|--------------------------|
| a. ( ) Choir       | c. ( ) Women's auxiliary |
| b. ( ) Usher Board | d. ( ) Deacon's Board    |

- |                        |                                 |
|------------------------|---------------------------------|
| e. ( ) Deaconess Board | h. ( ) Trustee Board            |
| f. ( ) Trustee Board   | i. ( ) Home Missions Board      |
| g. ( ) Steward Board   | j. ( ) Pastor's Aid Club        |
|                        | k. ( ) Other _____<br>(Specify) |

## D. INCOME

## 15. Salary:

- |                          |                         |
|--------------------------|-------------------------|
| a. ( ) Less than \$3,500 | f. ( ) \$7,000 - 7,999  |
| b. ( ) \$3,500 - 3,999   | g. ( ) \$8,000 - 8,999  |
| c. ( ) \$4,000 - 4,999   | h. ( ) \$9,000 - 9,999  |
| d. ( ) \$5,000 - 5,999   | i. ( ) \$10,000 or over |
| e. ( ) \$6,000 - 6,999   |                         |

## 16. Do you invest any part of your income? ( ) yes ( ) no

- |                      |                                 |
|----------------------|---------------------------------|
| a. ( ) Stocks        | e. ( ) Real Estate              |
| b. ( ) Mutual Funds  | f. ( ) Savings Account          |
| c. ( ) Credit Unions | g. ( ) Other _____<br>(Specify) |
| d. ( ) Bonds         |                                 |

## 17. Security Plans

## a. Insurance

- |                       |                      |
|-----------------------|----------------------|
| ( ) Less than \$1,000 | ( ) \$6,000 - 6,999  |
| ( ) \$1,000 - 1,999   | ( ) \$7,000 - 7,999  |
| ( ) \$2,000 - 2,999   | ( ) \$8,000 - 8,999  |
| ( ) \$3,000 - 3,999   | ( ) \$9,000 - 9,999  |
| ( ) \$4,000 - 4,999   | ( ) \$10,000 or over |
| ( ) \$5,000 - 5,999   |                      |

## b. Do you have a retirement plan? ( ) yes ( ) no

What type of plan do you have? \_\_\_\_\_

How long have you had this plan? \_\_\_\_\_

21. Make, Model, and year of automobile \_\_\_\_\_

### E. FAMILY BACKGROUND

- 24. Education of Parents:**

- b. Father: 1 2 3 4 5 6 7 8 1 2 3 4 1 2 3 4 1 2 3 4 5  
Grammar School H. S. College Graduate or Professional

25. Information on wife or husband:

- a. Age:
- |              |                 |
|--------------|-----------------|
| ( ) under 20 | ( ) 41-45       |
| ( ) 21-25    | ( ) 46-50       |
| ( ) 26-30    | ( ) 51-55       |
| ( ) 31-35    | ( ) 56 and over |
| ( ) 36-40    |                 |

- b. Occupation of spouse \_\_\_\_\_ (Specify)

- c. Education of spouse:**

- |                        |                |                |                          |
|------------------------|----------------|----------------|--------------------------|
| <u>1 2 3 4 5 6 7 8</u> | <u>1 2 3 4</u> | <u>1 2 3 4</u> | <u>1 2 3 4 5</u>         |
| Grammar School         | H. S.          | College        | Graduate or Professional |



## DECK II TEACHING EXPERIENCE

## A. OCCUPATIONAL EXPERIENCE

26. How long have you taught school? \_\_\_\_\_  
(years)

27. Has your teaching been interrupted because of any of the following:

a. ☐ Pregnancy

d. ☐ Child rearing

b. ☐ Study

e. ☐ Illness

c. ☐ Travel

f. ☐ Other \_\_\_\_\_  
(Specify)

28. Number of different jobs held (for a period of eight months or more)

	Name of job	Date(s) of job	Duration
a.	_____	_____	_____
b.	_____	_____	_____
c.	_____	_____	_____
d.	_____	_____	_____

29. Are you teaching in the area of your academic specialization?  
( ) yes ( ) no

## B. CLASSROOM ACTIVITIES

30. How many classes do you teach per semester? 1 2 3 4 5 6

31. What is the average size of each class?

32. How many different subjects do you teach? \_\_\_\_\_  
\_\_\_\_\_

33. How many of the following instructional duties apply to you, and how much time do you spend on each?

	Duties	Hours spent per week
a.	<input type="checkbox"/> Preparation of materials or Lectures	<input type="checkbox"/>
b.	<input type="checkbox"/> Correcting or grading papers	<input type="checkbox"/>
c.	<input type="checkbox"/> Personal Preparation	<input type="checkbox"/>
d.	<input type="checkbox"/> Counseling Students	<input type="checkbox"/>
e.	<input type="checkbox"/> Parental Contact	<input type="checkbox"/>
f.	<input type="checkbox"/> Disciplinary activity	<input type="checkbox"/>
g.	<input type="checkbox"/> Curriculum development	<input type="checkbox"/>
h.	<input type="checkbox"/> Evaluating pupil progress	<input type="checkbox"/>

#### C. ADMINISTRATIVE FUNCTIONS

34. How many of the following administrative functions do you perform?

- a. ☐ Serving on committees
- b. ☐ Selecting text books
- c. ☐ Planning School buildings
- d. ☐ Preparing the school calendar
- e. ☐ Employing teachers
- f. ☐ Discharging teachers
- g. ☐ Supervising school activities

35. Are you at liberty to choose your own disciplinary measures without intervention from the administration? ☐ yes ☐ no

36. Are you as a teacher instrumental in the formulation of school policies? ☐ yes ☐ no

#### D. ACADEMIC FREEDOM

37. Are you at liberty to teach controversial issues? ☐ Yes ☐ no

38. If yes, check the following issues you feel free to teach.

- |                                       |  |
|---------------------------------------|--|
| a. <input type="checkbox"/> Communism | e. <input type="checkbox"/> Evolution                |
| b. <input type="checkbox"/> Religion  | f. <input type="checkbox"/> Racial Integration       |
| c. <input type="checkbox"/> Socialism | g. <input type="checkbox"/> Political Issues         |
| d. <input type="checkbox"/> Sex       | h. <input type="checkbox"/> Other _____<br>(Specify) |

39. Are you at liberty to choose your own method of teaching?

☐ yes      ☐ no

40. If yes, which method do you use most?

- |   |  |
|---|--|
| a. <input type="checkbox"/> Lecturing       | c. <input type="checkbox"/> Discussion               |
| b. <input type="checkbox"/> Problem-Solving | d. <input type="checkbox"/> Other _____<br>(Specify) |

### DECK III COMMUNITY LIFE

41. Which of the following activities do you engage in during your leisure time?

- |                                      |  |
|--------------------------------------|--|
| a. <input type="checkbox"/> Bowling  | f. <input type="checkbox"/> Parties                  |
| b. <input type="checkbox"/> Swimming | g. <input type="checkbox"/> Camping & Fishing        |
| c. <input type="checkbox"/> Theater  | h. <input type="checkbox"/> Bridge                   |
| d. <input type="checkbox"/> Tennis   | i. <input type="checkbox"/> Reading                  |
| e. <input type="checkbox"/> Dances   | j. <input type="checkbox"/> Picnicing                |
|                                      | k. <input type="checkbox"/> Other _____<br>(Specify) |

42. What general magazines do you subscribe to?

- |          |          |
|----------|----------|
| a. _____ | d. _____ |
| b. _____ | e. _____ |
| c. _____ | f. _____ |

43. How often do you travel?

- |   |   |
|---|---|
| a. <input type="checkbox"/> Once a year | c. <input type="checkbox"/> Every two or more years |
|---|---|

b. ( ) Twice a year                      d. ( ) Never

44. Have you traveled abroad? ( ) yes      ( ) no

a. ( ) with the army                      c. ( ) Vacation travel

b. ( ) for study                      d. ( ) Other \_\_\_\_\_  
(Specify)

45. Are you a member of any of the following sororities and Fraternities?

a. ( ) Elks

f. ( ) Alpha Kappa Alpha

b. ( ) Shriners

g. ( ) Delta Sigma Theta

c. ( ) Alpha Phi Alpha

h. ( ) Zeta Phi Beta

d. ( ) Omega Psi Phi

i. ( ) Sigma Gamma Rho

e. ( ) Phi Beta Sigma

j. ( ) Kappa Alpha Psi

K. ( ) Other \_\_\_\_\_  
(Specify)

46. Participation in civic affairs

a. ( ) Voter registration

c. ( ) Urban League

b. ( ) Neighborhood Association

d. ( ) Other \_\_\_\_\_  
(Specify)

47. How many of the following civil rights organizations are you affiliated with?

a. ( ) SCLC

d. ( ) CORE

b. ( ) NAACP

e. ( ) Other \_\_\_\_\_  
(Specify)

c. ( ) SNCC

48. Participation in Community Organizations:

a. ( ) Red Cross

e. ( ) Y. W. C. A.

b. ( ) Alumni Associations

f. ( ) Y. M. C. A.

c. ( ) Boy Scouts

g. ( ) Other \_\_\_\_\_  
(Specify)

d. ( ) Girl Scouts

49. What is your political affiliation?

- |  |  |
|--|--|
| a. <input type="checkbox"/> Democratic Party | d. <input type="checkbox"/> None                     |
| b. <input type="checkbox"/> Republican Party | e. <input type="checkbox"/> Other _____<br>(Specify) |
| c. <input type="checkbox"/> Independent      |  |

#### DECK IV PROFESSIONAL GROWTH

50. With what professional organizations are you affiliated?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

51. Do you plan to do further study? ☐ yes ☐ no

52. What school or university do you plan to attend? \_\_\_\_\_

53. List the professional periodicals you subscribe to:

- |          |          |
|----------|----------|
| a. _____ | d. _____ |
| b. _____ | e. _____ |
| c. _____ | f. _____ |

54. In how many of the following activities do you participate?

- a. ☐ Faculty meetings
- b. ☐ Visitation (to other schools)
- c. ☐ Cooperative teaching
- d. ☐ Use of professional library
- e. ☐ Exchange teaching
- f. ☐ The use of consultants
- g. ☐ In-service workshops
- h. ☐ General reading
- i. ☐ Pre-School conferences

- j. ( ) Teacher councils
- k. ( ) Study Groups
- l. ( ) Demonstration Centers
- m. ( ) Observation of other teacher's work.

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